



Mentoring: The key to building a community of professionals

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Why mentor?

- ◆ Benefits of being a mentor
 - Personal values
 - Social change
 - Build professional capital
 - Career enhancement
 - Resource development





Why be mentored?

- ◆ Benefits for the mentee (Kram 1985)
- ◆ Psychosocial Functions
 - Increased cooperative ability
 - Increased self-awareness
- ◆ Career Functions
 - Increased probability of career success
 - Organizational socialization



New Rules for Mentoring

(Dahle 1998)

1. The best matches are mismatches
2. A good mentor is anyone you can learn from
3. Everyone should have multiple mentors
4. Protégés should pick their mentors and not vice versa
5. Everyone needs a mentor



Mentoring for Recruitment and Retention

- ◆ Women and ethnic minorities are not well represented at most professional levels in higher education
- ◆ Mentoring exposes protégés to career options in higher education (& beyond)
- ◆ Mentoring provides support networks to retain new faculty and assist promotion and tenure

Barriers for Women

- ◆ AWIS 1993, Bova 1995, Hurley and Fagenson-Eland 1996 Payne and Theoe 1971, Ponds 1993, Hibbert 2003
- Lack of knowledge about academic careers (beyond the discipline)
- Inadequate career guidance
- Too few role models
- Absence of a critical mass
- Stereotypes
- Spillover of traditional female roles

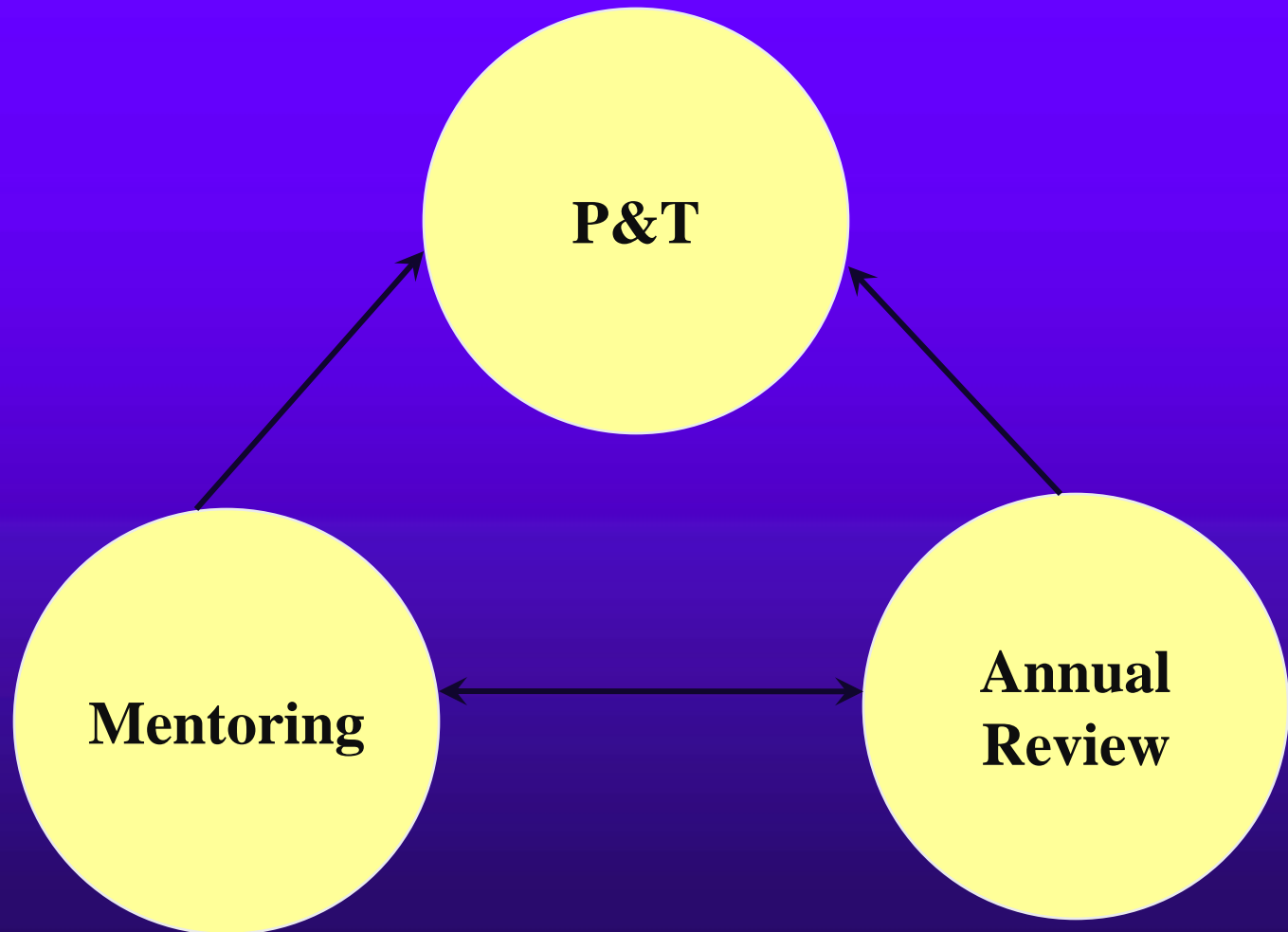




Ways To Address Attrition for Women (Johnsrud 1994)

- ◆ Formalize mentoring relationships with senior women
- ◆ Integrate into broad university landscape
- ◆ Provide socialization assistance
- ◆ Share survival skills
- ◆ Share career planning advice
- ◆ Create supportive psychological environments

Mid-Career Mentoring: Maximizing the probability of faculty success





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Recommendations related to P&T:

- **All policies should use gender-neutral language**
- **The policy should spell out departmental procedures**
- **Make the guidelines for associate professors transparent (e.g., expectations for timeline to promotion)**
- **Make sure the policy is accessible to faculty (handbook/web)**



Mid-Career Mentoring: Maximizing the probability of faculty success

Recommendations related to Annual Reviews:

- **Faculty of all ranks benefit from an annual evaluation, including post-tenure associate professors**
- **Use the Review to talk to faculty about their goals and progress toward promotion**
- **Be mindful of the range of faculty contributions (balance in teaching, research & service)**



Mid-Career Mentoring: Maximizing the probability of faculty success

Recommendations related to Mentoring:

- **Facilitate a mentoring culture in the department**
- **Encourage formal/informal mentoring programs for mid-career faculty**
(Don't overlook non-tenure-track faculty)
- **Promotion and Tenure Workshops**
- **Q & A or Informational sessions with faculty**

How Mentoring Works

- ◆ Four stages (Zachary 2002)
 - Preparing
 - Negotiating
 - Enabling
 - Closing



Preparing

- ◆ Establish mutual trust, empathy, and understanding
- ◆ Think about what you want and are able to give in a mentoring relationship
- ◆ Think about your personal boundaries





Negotiating

- ◆ Discuss your mutual expectations for meetings times and places
- ◆ Discuss what outcomes are desired
- ◆ Discuss personal and work boundaries



Enabling

- ◆ Be a guide, not a gatekeeper
- ◆ Protect protégés from harmful interactions
- ◆ Provide challenging assignments
- ◆ Provide sponsorship and exposure
- ◆ Assist with career planning
- ◆ Provide honest, constructive feedback
- ◆ Encouraging other mentoring relationships

Closing

- ◆ Help protégés distinguish between the difference in “making a point” or “making a difference”
- ◆ Acknowledge changing roles and power structures
- ◆ Ease the transition from protégé to professional colleague





Mentoring Program Guidelines

- ◆ Formalize mentoring relationships
- ◆ Have explicit goals
- ◆ Be clear about mutual expectations
- ◆ Monitor progress and promptly address problems